

TEACHING PREFERENCES AND LESSON STRATEGIES SURVEY

**Directions:** Check your agreement or disagreement with each statement (concerning how a teacher teaches) in a way that represents your true opinion. There is no set of "right" answers. Use this rating code:

SA (Strongly Agree); A (Agree); U (Uncertain); D (Disagree); SD (Strongly Disagree)

Rating    Motivation

- \_\_\_\_\_ 1. A teacher should use the curiosity of students and their natural desire to learn as the basis for motivating learning.
- \_\_\_\_\_ 2. A teacher should need to motivate students to want to learn and should plan activities which are designed to accomplish this.
- \_\_\_\_\_ 3. A teacher should make use of individual student's purposes and learning goals as the basis for motivating learning.
- \_\_\_\_\_ 4. A teacher should use individual student purposes combined with class-determined goals as the basis for motivating learning.

Past-Present Orientation

- \_\_\_\_\_ 5. Schools should have students prepare for the future by mastering basic skills and knowledge which school people know students will need when they grow up.
- \_\_\_\_\_ 6. Schools should have students prepare for the future by having them learn to solve personal and social problems that they face right now, both individually and in groups with others who have the same concerns and interests.
- \_\_\_\_\_ 7. Schools should have students prepare for the future by helping them learn how to meet their individual personal needs with which they want to deal.
- \_\_\_\_\_ 8. Schools should have students prepare for the future by learning certain general principles and processes for learning which school people know they will need when they grow up.

## TEACHING PREFERENCES AND LESSON STRATEGIES SURVEY (continued)

### Role of Teacher and Student

- 9. Students should have the major voice in choosing what is to be learned and how it is to be learned. Teachers should be helpers in the process, as called on by students.
- 10. Teachers should decide what is to be learned and teach students various ways to discover these learnings. Teachers should allow for different methods of learning among their students.
- 11. Teachers should decide what is to be learned and how it is to be learned. Students should be allowed to proceed at different rates, based on their abilities.
- 12. Teacher and students should decide together what is to be learned and how it is to be learned.

### Evaluating Learning

- 13. Teachers and students should jointly decide how to test or otherwise measure how well students are learning. Students and teachers also jointly evaluate effectiveness of the methods used for learning.
- 14. Students should decide for themselves how well they are learning. They may ask for teacher opinions if they feel this is desirable.
- 15. Teachers should decide how well students are learning. They allow for different ways to express "correct" answers and also evaluate the effectiveness of the methods used by students in obtaining answers.
- 16. Teachers should decide how well students are learning. They have a set of "correct" answers which are used as the standards. Methods used in learning are not evaluated.

### Central Purpose of Education

- 17. A central purpose of education is to teach a set of basic principles, generalizations, as well as various processes of learning which can be used later in life in many situations as an adult.
- 18. A central purpose of education is to teach a basic set of skills and facts which are needed by adults in the society.

**TEACHING PREFERENCES AND LESSON STRATEGIES SURVEY (continued)**

- \_\_\_\_\_ 19. A central purpose of education is to teach students to solve life problems that they face as individuals and those they encounter as part of a group.
- \_\_\_\_\_ 20. A central purpose of education is to help each student learn to be fulfilled as an individual and to foster individual personal growth.

**Favored Means of Instruction**

- \_\_\_\_\_ 21. A major method of teaching effectively is through use of programmed instruction, so that students will learn step by step, with frequent feedback concerning correctness of responses.
- \_\_\_\_\_ 22. A major method of teaching effectively is through use of a combination of individual student planning and shared planning between teacher and students.
- \_\_\_\_\_ 23. A major method of teaching effectively is through allowing each student to use whatever s/he decides is the appropriate learning method. In doing so, the student knows that the teacher is ready to help when requested.
- \_\_\_\_\_ 24. A major method of teaching effectively is through use of teacher-planned activities which guide students to "experiment or otherwise discover" learnings which the teacher has selected.

## RESPONSE SHEET FOR ASSESSING OWN TEACHING PREFERENCES

**Directions:** Copy your ratings (SA, A, U, D, SD) onto this sheet in the following columns. Under the heading of "Score" write in the following numbers for the rating shown: SA = +2; A = +1; U = 0; D = -1; SD = -2

Ques.	<u>COLUMN 1</u> Rating	Score	Ques.	<u>COLUMN 2</u> Rating	Score	Ques.	<u>COLUMN 3</u> Rating	Score	Ques.	<u>COLUMN 4</u> Rating	Score
1.	_____	_____	2.	_____	_____	3.	_____	_____	4.	_____	_____
8.	_____	_____	5.	_____	_____	7.	_____	_____	6.	_____	_____
10.	_____	_____	11.	_____	_____	9.	_____	_____	12.	_____	_____
15.	_____	_____	16.	_____	_____	14.	_____	_____	13.	_____	_____
17.	_____	_____	18.	_____	_____	20.	_____	_____	19.	_____	_____
24.	_____	_____	21.	_____	_____	23.	_____	_____	22.	_____	_____
Net Score, Column 1			Net Score, Column 2			Net Score, Column 3			Net Score, Column 4		
_____			_____			_____			_____		

**Scoring:** To obtain a net score for each of Columns 1, 2, 3, and 4, combine the scores algebraically. Add all the + scores together, then add all the - scores together. Take the difference between the two totals. Give the result the sign of the larger number.

Column 1 represents a "Cognitive Processing" Family preference.

Column 2 represents a "Behavioral" Family preference.

Column 3 represents a "Generative" Family preference.

Column 4 represents a "Social Interaction" Family preference.

A score of +5, or greater, shows a preference for that teaching approach.



9/21

## FIVE STEP LESSON PLAN

*1. ANTICIPATORY SET*

*2. INPUT*

*3. GUIDED PRACTICE*

*4. INDEPENDENT PRACTICE*

*5. CLOSURE*

# LESSON PLAN

**INSTRUCTOR:** SOOHOO

**CLASS:** ED 508

**DATE:** November 2, 1993

**CURRICULUM:** Language Arts/Writers' Workshop/writer's notebook

## **I. LEARNING PROCESSES (academic objectives)**

e.g. In their cooperative learning groups, students will verbally share their favorite parts of their writer's notebooks with each other. They will also tell the group how they discovered that idea and why it was special to them.

Group members are asked to respond by giving their opinions, asking questions and/or commenting what the entry makes them think of.

## **II. LEARNING CONDITIONS (social objectives)**

e.g. Students will be respectful and encouraging of each other's work by giving positive comments and reframing from "put downs."

## **III. LEARNING OPPORTUNITIES (activities)**

Students will convene in their cooperative learning groups

## **IV. TEACHING STRATEGIES (instruction)**

Teachers will refer to a student passage or one of her/his own to start the activity and also model what happens when someone gives encouragement and what happens when someone delivers a "put down"

## **V. AUTHENTIC ASSESSMENT (evaluation)**

Cooperative learning groups will convene as a large community group. The teacher will ask one member to share about another members entry and why it was special. Teacher will record ideas in record book to assist her in her conferences on new topics.

## **VI. REFLECTIONS (next steps)**

## CONTENT CONFERENCE

### EDITOR'S ROLE

Name \_\_\_\_\_

1. LISTEN

2. RESPOND AND RECORD  
YOUR ADVICE

3. COMPLIMENT AUTHOR

"I liked your lead because ...."

4. ASK QUESTIONS

Examples:

"Could you tell me more about....?"

"I was puzzled about — — —, can  
you tell me what happened when ....?"

"Where did you get your idea?"

### WRITER'S ROLE

Name \_\_\_\_\_

1. READ YOUR PIECE ALOUD  
TO YOUR CONFERENCE BUDDY

2. STATE A PROBLEM OR ASK A  
QUESTION ABOUT YOUR PIECE

Examples:

"My lead isn't very interesting. Can  
you give me a suggestion?" (Use  
lead worksheet)

"Did I explain this well? How could  
I have described this better?"

"I need help on this part. Could you  
tell me what's wrong?"

3. LISTEN AND ASK FOR  
SPECIFIC DETAILS

"Why did you like .....?"

4. RESPOND AND RECORD

5. MAKE CHANGES IN YOUR  
PIECE IF YOU FEEL YOU  
RECEIVED VALUABLE  
SUGGESTIONS. Describe the changes  
you made on the back of this paper.

## WRITER'S PROBLEM

NAME OF PIECE \_\_\_\_\_

AUTHOR \_\_\_\_\_

I need help with:

My Questions:

a. my lead

e.g. Does my lead make the reader laugh or wonder

\_\_\_\_\_

\_\_\_\_\_

b. quotation marks

e.g. Do I use them when a dog is thinking aloud?

\_\_\_\_\_

\_\_\_\_\_

c. my ending

e.g. Can you suggest a different ending?

\_\_\_\_\_

\_\_\_\_\_

d. other

e.g. My least favorite part is .....  
Can I read it to you?

\_\_\_\_\_

\_\_\_\_\_

**GEOGRAPHY**  
**Ed 508**  
**Chapman University**

**FIVE THEMES**

**1. LOCATION (WHERE IS IT)**

- a. absolute - delineated by longitude and latitude
- b. relative - common knowledge e.g. wall of China

**2. PLACE (WHAT'S IT LIKE)**

Temperature, cultural characteristics, population density  
e.g. "how does this one place differ from another?"

**3. HUMAN INTERACTION**

How man has changed/adapted his environment  
e.g. bridges, roads, rivers, rice paddies, landscapes, graffiti

**4. MOVEMENT**

Movement of things, ideas, people from one place to another  
e.g. freeways, railroads, Coke signs in different countries, trade, religion

**5. REGION**

Study units, categories e.g. the South, gold region, Roman Empire

Activity: Draw a tee shirt that might be sold in the market place of a particular country.

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## XXVI.

But the Consul's brow was sad,  
 And the Consul's speech was low ;  
 And darkly looked he at the wall,  
 And darkly at the foe.  
 "Their van will be upon us  
 Before the bridge goes down ;  
 And if they once may win the bridge,  
 What hope to save the town?"

## XXVII.

Then out spake brave Horatius,  
 The Captain of the Gate :  
 "To every man upon this earth,  
 Death cometh soon or late.  
 And how can man die better  
 Than facing fearful odds  
 For the ashes of his fathers,  
 And the temples of his gods,

## XXVIII.

"And for the tender mother  
 Who dandled him to rest,  
 And for the wife who nurses  
 His baby at her breast,  
 And for the holy maidens  
 Who feed the eternal flame,  
 To save them from false Sextus  
 That wrought the deed of shame?"

## XXIX.

"Hew down the bridge, Sir Consul,  
 With all the speed ye may :  
 I, with two more to help me,  
 Will hold the foe in play.  
 In yon strait path a thousand  
 May well be stopped by three.  
 Now, who will stand on either hand,  
 And keep the bridge with me?"

## XXX.

Then out spake Spurius Lartius, —  
 A Ramnian proud was he, —  
 "Lo, I will stand at thy right hand,  
 And keep the bridge with thee."  
 And out spake strong Herminius, —  
 Of Titian blood was he, —  
 "I will abide on thy left side,  
 And keep the bridge with thee."

## XXXI.

"Horatius," quoth the Consul,  
 "As thou sayest, so let it be."  
 And straight against that great array  
 Forth went the dauntless Three.  
 For Romans in Rome's quarrel  
 Spared neither land nor gold,  
 Nor son nor wife, nor limb nor life,  
 In the brave days of old.

THIRTY TEACHING STRATEGIES FOR SOCIAL STUDIES CLASSES

BESIDES THE "LECTURE"

class handout  
11/30

1. Adversary Activity - A simple role-play activity (see below) exploring the adversary relationship. The class is presented with an actual or hypothetical conflict which requires judgement. Class members take on the roles of "prosecution," "defense," and "arbiter" and enact the judgement process. After the activity, students explore the decisions reached and the issues and considerations involved in those decisions.

SKILL AREAS: Decision-making; conflict management; communication and interaction; participation

2. Brainstorming - An idea-generating activity in which students (as individuals or in groups) are given a specific problem and attempt to think up as many potential solutions as possible within a given time period. The technique can easily be turned into an instructional game by having teams compete to produce the longest list of solutions.

SKILL AREAS: Communication and interaction; participation

3. Case Study - An examination, through discussion, reading and/or role play, of a specific legal case, including the facts of the case, the issues raised by the case, the arguments used in the case, and the decision rendered. Can be used as the basis for other strategies.

SKILL AREAS: Communication and interaction; decision making, conflict management

4. Clarification Strategies - Participants are presented with a continuum of possible attitudes, approaches, degrees of value, etc., concerning a specific topic and are asked to determine which element of the continuum most approximates their own attitude or feeling. Participants then discuss their answers in small groups and consider various points of view.

SKILL AREAS: Decision making; communication and interaction; participation

5. Data Interpretation Exercises - Participants are presented with raw data (statistics, etc.) and asked to develop visual, graphic formats which will communicate the data's content (charts, graphs, maps, etc.). Conversely, students are asked to extract data from visual representations. These methods can be coupled with library research or instructional gaming.

SKILL AREAS: Communication and interaction

6. Debate - An adversary activity which utilizes the formal debate structure of argument and rebuttal to examine issues.

SKILL AREAS: Communication and interaction; conflict management; decision making



7. Debriefing - An examination in the form of a quiz, a discussion, a written assignment, etc., of the students' experiences in and reactions to a given strategy or lesson. This activity gives students the opportunity to validate and further explore their learning experiences.

SKILL AREAS: Communication and interaction; various others

8. Fiction and Artistic Exploration - Use of student-created materials both as projects for individual students (or class as a whole) to explore areas of interest and as supplementary materials for lessons. This category includes photographs, paintings, sculpture, collage, drama, fiction, poetry, etc. See Peer-Writing.

SKILL AREAS: Communication and interaction; various others

9. Field Experiences - Visits to community institutions and situations for the purpose of supplementing or instigating a lesson.

SKILL AREAS: Authority relationships; participation; various others

10. Hearings and Investigation Exercises - A social simulation in which students are assigned the roles of investigators, witnesses and arbiters (hearing board or investigatory commission). Students research and develop both an information base and arguments to insure that the findings of the "mock hearing" agree with their perspectives.

SKILL AREAS: Communication and interaction; authority relationships; conflict management

11. Human Test - An instructional game (see below) in which the knowledge being presented is broken down into facts which are written on separate pieces of paper. The individual slips of paper are distributed to participants, who are then given a specified length of time to interact and acquire as much knowledge as possible. After the exercise, acquisition of knowledge can be tested formally, in a written quiz, or informally, in class or small group discussions.

SKILL AREAS: Communication and interaction; participation

12. Instructional Game - Presentation of information within a context of a game in such a way that the participant must gain cognitive understanding of the desired knowledge in order to succeed at the game. A game is defined as a contest between adversaries which operates according to specific constraints for a specific objective. (The spelling bee and flash cards are both examples of traditional instructional games.)

SKILL AREAS: Various; authority relationships; decision making

13. Interview - Students develop questions for and conduct interviews with other students, authority figures, resource persons, etc., to explore areas relevant to a specific lesson.

SKILL AREAS: Communication and interaction; various

14. Jurisprudence Method - A form of case study which concentrates on the legal strategies, arguments and reasoning involved in a specific case. Students analyze, orally or in writing, and become increasingly aware of the complexities of issues rather than their simple solutions.

SKILL AREAS: Communication and interaction; conflict management; decision making

15. Library Research - Students utilize resources of library to solve specific problems or explore specific issues. Can be expanded to include research utilizing other community resources.

SKILL AREAS: Communication and interaction; authority relationships; various others

16. Materials - Use of unexpected or unusual materials to stimulate student interest and involvement and provide additional perspectives on subject matter. Consider:

Audio/Visual Materials - Film, video tapes, records, film strips, tape recordings, etc., to provide fundamental or supplemental material for lesson.

Original Source Material - Might include artifacts and art work, written materials from another culture or historical period (such as diaries and journals, fiction, eye-witness accounts, etc.), "oral history" from resource person, students' life experiences, etc.

Resource Person - Use of community member with specialized knowledge, such as a lawyer or local historian, as a resource for a specific lesson. Resource persons can be interviewed by individual students, brought into class for interviews, lead discussions, participate in panel discussions, etc. They can be used to discuss their occupations, heritage, values, etc., as well as to offer specialized knowledge in specific areas.

17. Mock Trial - A simulation game (see below) based on actual or hypothetical court case. Participants are assigned the roles of prosecution, defense, judge, jury, witnesses, etc., and research and enact a trial.

SKILL AREAS: Communication and interaction; authority relationships; participation; decision making; conflict resolution

18. Moot Court - A specific form of adversary activity in which arbitration is based on the merits of the legal arguments involved rather than on participants' moral values. Demonstrates the appeal procedure and works well as participation exercise to demonstrate jurisprudence method.

SKILL AREAS: Communication and interaction; authority relationships; conflict resolution; decision making

19. Oral Reports - Students develop, research and execute oral reports to explain group or individual research, to supplement a lesson, to communicate their attitudes and experience, etc. Emphasis is placed on students communicating with their peers rather than with the teacher.  
SKILL AREAS: Communication and interaction; authority relationships
20. Panel Discussion - A structured discussion focusing on a specific topic or issue and involving students and/or resource persons to explore a specific lesson.  
SKILL AREAS: Communication and interaction; various others
21. Peer Teaching - Students develop, research, and implement their own teaching strategies for use with other students in their own class, in other social studies classes, or with younger students.  
SKILL AREAS: Communication and interaction; authority relationships; various others
22. Peer Writing - Students develop, research and execute written materials to explain individual or group research, to supplement a lesson, to communicate their attitudes and experiences, etc. Emphasis is placed on students writing to communicate with peers rather than to impress teacher.  
SKILL AREAS: Communication and interaction; various others
23. Quiz - Oral or written activity to evaluate and/or debrief a specific Lesson. Also used before lesson is taught to indicate intended content and direct student attention to specific aspects of the lesson.  
SKILL AREAS: Communication and interaction; various others
24. Role Play - Participants take on pre-determined roles and act them out in the context of simple scenarios. Role playing is most effective when the roles are well defined in terms of motive and objective and when the scenario is structured enough to mandate decisions and action on the part of the players.  
SKILL AREAS: Communication and interaction; various others
25. Social Simulation/Reality Construct - Participants play pre-determined roles within the context of a comparatively complex social model (actual or hypothetical). Simulations can be based on a single incident (the Boston Tea Party) or on the reconstruction of an entire social structure (Boston in 1773).  
SKILL AREAS: Various; participation; communication and interaction
27. Socratic Dialogue - A structured method of oral inquiry in which the teacher leads and focuses discussion with the intent of clarifying students' view and thoughts.  
SKILL AREAS: Communication and interaction; authority relationships; participation

28. Survey or Opinion Poll - Students determine questions and conduct analysis of attitudes and opinions of their peers or community.

SKILL AREAS: Communication and interaction; participation; decision making

29. Worksheets and Activity Booklets - Written questions and exercises designed to direct student learning.

SKILL AREAS: Various

30. Youth Action/Participation - Students are encouraged to explore and contribute to their own communities by participating in activities such as needs assessments, determinations of relevant action, contribution to an ongoing community project, development of a community project to rectify or alleviate identified needs, etc.

SKILL AREAS: Conflict management; decision making; participation; authority relationships; communication and interaction

Tom Gibbons

NAME Joe Burrows DATE 11/16/13

### LESSON ANALYSIS

a. What student learnings occurred?

GWA - THE NUMERICAL IMPACT WHEN ONE PERSON LITTERS!  
Joy - IDEAS ABOUT RECYCLING HOUSEHOLD STUFF  
MICHELLE - GATHERING IDEAS ABOUT TAKING CARE OF THE ENVIRONMENT.

b. How do you know? How was learning measured?

ENGAGED/ENERGETIC NOISE LEVEL

c. What intelligences did you see being used?

JUST ABOUT ~~ALL INTELLIGENCES~~ ALL INTELLIGENCES

d. What instructional strategies were used? (e.g. direct lesson, generative, cooperative learning, concept development, other)

mostly DIRECTED / Q & A / GENERATIVE

e. What effective classroom management strategies did you observe?

"QUIET" SIGN

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

DON'T HAND OUT MATERIALS UNTIL  
YOU'RE READY FOR THEM TO  
DIP INTO IT.

*I see you, I see everything*

**Teaching Children to Care/ Chapter 2**

"This process of classroom management is based on the assumption that to feel safe, children need to be seen."

"The more children feel seen, and thus known, the less we need to watch them. We show them that we know them by seeing what they do and commenting on it in positive language. It needs to be distinguished from acting as "Big Brother", becoming a judgmental, watchful presence which is intrusive and antagonistic, and involves hovering, over-correcting and negative surveillance. The knowing that we employ in our classrooms is most powerful when it is used to encourage and inspire hope- hope in the ultimate creation of self-controls and community."

**Main Points/Techniques:**

- \* The teacher's chair faces the classroom so that the classroom is observed at all times.
- \* The teacher sees what is going on, and comments on behavior using positive language:
  - \*Reinforcing
  - \*Reminding
  - \*Redirecting
- \* Students learn and practice the expectations and valued behaviors of the classroom. There are social as well as academic expectations.
- \* Students participate in small groups and independent work away from the teacher.
- \* Stress independence and responsibility.

"I spend the first six weeks of school teaching my children how to behave. I don't apologize for this use of time. It is not a waste .... It is the critical foundation of learning."

"When children begin to internalize positive expectations, they are then free to learn in an atmosphere that fosters independence and responsibility."

Prepared by:  
Gina Scott

Figure 2.2

## GENERAL STAGES OF THE SCHOOL YEAR

	Goals	Some General Content	Some Specific Activities	Criteria For Moving On
<b>Stage One:</b> <b>"I See You" and</b> <b>Group-Building</b> <b>(1st 6 weeks)</b>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Use kind language</li> <li>• Ask questions</li> <li>• Share solutions to problems</li> <li>• Put things away</li> <li>• Have fun and enjoy jokes (not teasing)</li> <li>• Get ready in an appropriate time</li> <li>• Know everyone's name</li> <li>• Follow the rules of the classroom</li> <li>• Carry out orderly transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Care for the rules of the classroom</li> <li>• Information and general rule</li> <li>• Guided Discovery for materials (e.g., crayons, math manipulatives)</li> <li>• 3 R's — reinforcing, reminding, redirecting</li> </ul>	<ul style="list-style-type: none"> <li>• Safety signal</li> <li>• Routine for circling up</li> <li>• Bathroom routine</li> <li>• Transitions</li> <li>• Morning meeting — discussion, role-playing</li> <li>• Expectations for choosing a book, writing periods, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Group up quickly for meetings, story time, games, work periods, etc.</li> <li>• Locate and replace materials in the room</li> <li>• Listen and make relevant comments at meetings</li> <li>• Stay with an activity for the expected, appropriate period of time (with some exceptions)</li> <li>• Make simple choices</li> </ul>
<b>Stage Two:</b> <b>Paradoxical</b> <b>Groups</b> <b>(1st 6 weeks)</b>	<ul style="list-style-type: none"> <li>• Work in small groups with the teacher</li> <li>• Work independently away from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Expectations for "Choice" periods</li> <li>• Guided Discovery for areas (e.g., block area, computer center)</li> <li>• Discussion and generation of logical consequences</li> <li>• Role-plays of time-out</li> </ul>	<ul style="list-style-type: none"> <li>• "Self-Portraits"</li> <li>• Use of written directions</li> <li>• Use of materials and resources — dictionary, computer, blocks, etc.</li> <li>• Practice independent work</li> </ul>	<p>Work independently, in pairs, and small, peer-directed groups by:</p> <ul style="list-style-type: none"> <li>• Choosing an appropriate task and workspace</li> <li>• Staying on task</li> <li>• Moderating voice and physical movements</li> </ul> <p>Work in teacher-led groups by:</p> <ul style="list-style-type: none"> <li>• Coming prepared and on time with necessary materials</li> <li>• Following written or spoken directions</li> <li>• Attending to group-given information</li> <li>• Cooperating with peers and the teacher</li> </ul>
<b>Stage Three:</b> <b>Independence</b> <b>and</b> <b>Responsibility</b> <b>(the rest of the year)</b>	<ul style="list-style-type: none"> <li>• Follow through with a plan for an entire work period</li> <li>• Make an appropriate choice</li> <li>• Demonstrate voice and body controls</li> <li>• Solve a problem without the teacher</li> <li>• Set up, care for and clean up materials</li> <li>• Be helpful and friendly when working with a partner, in a small group or in the whole group</li> </ul>	<ul style="list-style-type: none"> <li>• Content areas with Clear Positives defined</li> <li>• Small group work</li> <li>• Independent work</li> <li>• "Choice" periods</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving meetings</li> <li>• Application of logical consequences, including time-out</li> <li>• "Pretzels" or "Center Circle"</li> <li>• Critical contract</li> <li>• Individual "jobs" contracts</li> </ul>	



chapter 12 Clear Positives -

{ Celebrating Diversity -  
start → ignore (deadend)

↓ or  
class meeting (dealing w/ issues)

↓ or  
problem solve by teacher (deadend)

↓ or  
student/teacher inclusion

↓ or  
Homogeneous grouping (deadend)

↓ or  
inclusionary

Chap 13 - Wickste - consistent w/ community -  
role play the alternative - meeting for  
first prior w/

Chap 14 - Loewen - "Book talk" introduce clear  
possibilities to the group.

Chap 15 - Gerry - Clear positives for individuals

Chap 16 - Critical Contract - Very -

→ clear possibilities - self  
- teachers  
- parents



Teaching Children to Care  
Mid-term Ed.508 Chapter 3  
12 Oct 1993

**The Golden Rule and Others, too!**  
by Jacki Lawrence

ACT I

T: Good morning fifth graders!

T: We read the story Horse (p.261-3) yesterday, and talked about what it represented, which is the Golden Rule.

T: \_\_\_\_\_, will you remind everyone what the Golden Rule says?

S1: *Treat others the way you want them to treat you.*

T: Yes! We've had discussions on why the Golden Rule is our one most important rule. We talked about how it belongs to all people, but it is ours to use, if we take care of it.

T: \_\_\_\_\_, who's in charge of The Golden Rule?

S2: *We all are.*

T: \_\_\_\_\_, what makes it work?

S3: *When everyone treats each other the same way they would want to be treated.*

T: \_\_\_\_\_, how will we know when it is working?

S4: *When we all feel good in school, and when we feel safe enough to do our work, even if we make a mistake. And, when we all have friends, too.*

T: Great! I think we all understand how important the Golden Rule is right?

*All students respond: Yes, we do!*

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## ACT II

Two weeks later:

T: We have spent the last couple of weeks discussing rules, working on collaborative projects and trying to figure out why it is important to have specific rules for our classroom and school. What kind of rules do you like better- those that you have helped to create, or those that the teacher has said you must obey?

*S1: I like the ones we have created.*

T: Why do you think I have requested all of you to help in making up the classroom rules?

*S2: Well, since we all had a part in making up the rules, I think it helps us to see why others think certain ways, while at the same time it helps us to understand ourselves better.*

T: Absolutely, \_\_\_\_\_!

T: What else have we found out about the need for rules?

*S3: We need them to make our classroom and school a good and safe place for teachers and children. For example, it's hard to do good work if you fear mistakes. So a good rule is that we don't laugh at our work, or others' work.*

T: Good thinking \_\_\_\_\_, I can see that you have really paid close attention in class these past two weeks.

T: Anyone else want to contribute to why rules are important for our class?

*S4: Rules help us to understand what we should be doing while we are in our classroom and at school. We also need rules to know when we are following a rule and when we are not.*

T: Wow! \_\_\_\_\_, I am very pleased with your answer. You, too, have been paying very close attention during the past couple of weeks.

T: Okay, everyone's homework assignment was to bring one rule, based on everything we have talked about during the past two weeks, to class today. Did everyone bring one rule?

*All students respond: Yes, we did!*

T: Great! Let's put them up on this chart, and see what we have come up with.

*Students with printed rules will take turns, in an orderly fashion and remembering the Golden Rule, putting their rule on the chart at the front of the class.*

T: Does everyone agree on the rules posted?

*All students respond: Yes, we do!*

T: You have all done a great job! I am extremely pleased with your ability to work together as a class. You have proven to be responsible, reasoned thinkers, and you have taught me how important it is to include all of you in decision-making processes. Tomorrow, I will have the Classroom Rules list completed and hanging for everyone to see.

---

### ACT III

The next day:

T: Here are our classroom rules. As you can see, they provide positive directions, they serve a purpose, they are specific and concrete, and there

are only six rules that you will need to remember. So, if you forget these rules at times, and you will, then you will need to pay the consequences.

*All students respond: **Consequences???***

Gerry

ED508  
Teaching Children to Care  
Management in the Responsive Classroom  
Ch 15: "Clear Positives for Individuals"

**Positives in Oral & Written (POW) Contracts**

Clear Positives work with individual classmates as well as with groups of students. Clear Positives may be tailored to the specific requirements of students and teachers through a written or oral contract (agreement).

**Written Contract.**

Acceptable classroom behavior or expectations is organized into the form of a "contract" in the guise of "- - - - 's Jobs", indicating that "jobs" are a student's work in school & ownership of those jobs.

The process of formulating a contract, which provides the means for forming Clear Positives, should include the following considerations. Areas of acceptable behavior within a learning environment are identified for a contract; for example, a whole-class activity, a small-group work time, and the area of friendship. Each area must have a defined major purpose & appropriate expectations. The expectations or focus of "jobs" are based upon those clear positives that enable students of an age group to behave constructively. They should begin with general expectations which are similar to those of groups, reflecting broad purposes & aims within the structure of developmental needs and abilities. Next, specific expectations are determined to focus on the student's specific needs. Finally, the expectations should be easily monitored & perceived.

- \* Area of Acceptable Behavior
- \* General Purpose & Objective
- \* General Expectations
- \* Specific Expectations
- \* Easily Monitored & Perceive

### **Oral (Verbal) Contract.**

Clear Positives may be used to aid in providing the following:

- \* Reasons & meaning for the work of the classroom
- \* Expectations
- \* Methods to accomplish the expectations
- \* Faith in the ability of all children to work towards a Clear Positive

The process for making an oral contract may be self-questions or a dialogue with a colleague. Some general guidelines for the process of creating job contracts for individuals, partners & groups are as follows:

Individual Contract:

- \* Narrow the jobs
- \* Create a chart
- \* Check the jobs
- \* Specify consequences
- \* Welcome student back
- \* Use reminder signals
- \* Celebrate success

Partner Jobs to Solve Continuing Conflicts:

- \* Students must leave activity & figure out how to solve conflict before they can return to it.
- \* Options may be suggested by the teacher & are modeled with the teacher's help.
- \* Students share their solutions with teacher.
- \* Students resume their activity when they show they have a workable solution.

Class "Jobs":

- \* Teacher notes & relates class job in positive terms.
- \* Teacher has a code for keeping track of "forgetting" or succeeding.
- \* Marks are tallied at the end of each day.
- \* Teacher sets up a class "challenge" in doing job.
- \* Teacher may graph the tallies for class, hoping to show a steady decrease/improvement.

### A Written Contract for Anne

Anne is a nine-year-old. She is sneaky, negative, sour and selfish. She hardly ever listens, asks questions moments after information is given, refuses to do her fair share of jobs, makes nasty comments to other children, and at least four times a day complains that someone is "picking" on her. In her first meeting with the teacher, the teacher asked her if she would help open a small box, thinking Anne would like to be helpful. Anne shrugged and looked at the teacher as if to say "Open it yourself!" Whining, she did say that she did not know how to open boxes. When the teacher persisted, Anne opened the box so that its contents spilled and tumbled every which way. Her stubborn scowl indicated that the teacher deserved to pick the things up.

You & your team decide that Anne needs a written contract to organize the teacher's expectations. The three areas selected for the contract include:

- 1. A whole-class activity (Morning Meeting)
- 2. A small-group work time (Writing Group)
- 3. The area of friendship (Friendship)

On the large piece of paper write two Clear Positives for Anne under each of the three areas.

#### [ Morning Meeting ]

1. Ex: Anne will listen at meeting.
- 2.

#### Writing Group

1. Ex: Anne will raise her hand for permission to speak.
- 2.

#### Friendship

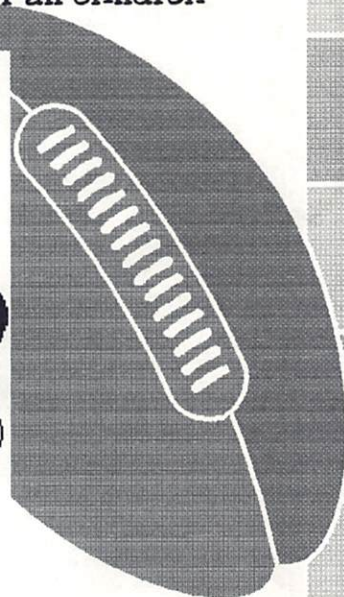
1. Ex: Anne will not hit when angry.
- 2.



# TIME OUT!

## ED508 - Charney Ch. 6

1. Familiar, consistent, predictable procedure
2. Small things = time out
3. Time-outs protect the integrity of the school rules, & the work of the group & student
4. Time-out is a direction, not a negotiation
5. "I like you, but I don't like that behavior"
6. Time-outs emphasize choice and faith
7. Time-outs are democratic
8. Time-outs may be completed in another classroom
9. Teachers need to show empathy for their rule-breakers
10. Time-outs do not work for all children

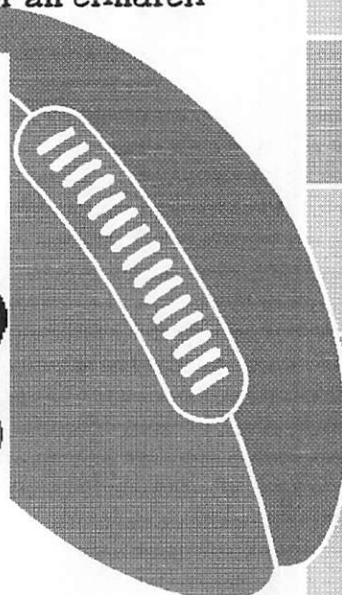




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# Champman Thematic Teaching Schedule

November 9th	1st grade	Della Crane	Whole class
✓ November 16th	4th grade	Diane Merrick	Whole class
November 23rd	3rd grade	<i>Warner, Ginn, Joy</i> All third grade classes?	Suzi talk to Toni, Bev., and Sheri
November 30th	6th grade	Alva Shell	Whole class
December 7th	2nd grade	Liz Friedrich	

W. R. 33W, JEFF, SOTT

NAME JOE BUSTILLOS DATE 11/9/93

**LESSON ANALYSIS**

GREAT STUFF - BUT MY RIGHT SHOULDER IS SORE!

a. What student learnings occurred?

b. How do you know? How was learning measured?

c. What intelligences did you see being used?

d. What instructional strategies were used? (e.g. direct lesson, generative, cooperative learning, concept development, other) .

e. What effective classroom management strategies did you observe?

f. Write one thing you learned from watching this lesson and how you will use this information. (on backside)

Gina Scott  
Ed 508/ SooHoo

### Lesson Plan

#### **Individual In The Environment**

Emphasis on environmental awareness through math concepts

#### Objective:

- \* students will gain awareness of their importance within the environment and how they can make a difference.
- \* practice math skills, addition with re-grouping.

#### Concepts:

- \* how each student as an individual can make a difference and contribution for the environment.
- \* encourage students to think about their future and the future of the environment in which they live.
- \* further develop math skills.

#### Materials:

- \* Book for reading aloud
- \* Manipulatives for math (straws and bubble gum)
- \* scratch paper for calculations

#### Procedure:

- \* Read book aloud to class
- \* Discuss and have students think about how they as an individual can make a difference.
- \* Show how they affect the environment by demonstrating and class participation of gum on the table and straws on the floor activities.
- \* Hypothesize what other situations would be like and how they can make a difference.

## **Trash Discovery**

Joy Okata  
Nov. 16, 1993  
Grade 4

### **Primary Objective**

Students will realize that many items we throw away can actually be recycled or reused for another purpose.

### **Concepts**

1. Many items we throw away are recyclable.
2. Many items are reusable.

### **Materials**

Paper bags ( used as trashcans )  
Aluminum cans  
Glass bottles or jars  
Styrofoam containers  
Cups  
Newspaper  
T-shirt  
Plastic bag  
Any other item that can be reused

### **Procedure**

1. Group students in fours.
2. Have groups choose a recorder.
3. Give each group a paper bag containing several trash items.
4. Have groups brainstorm on creative ways to reuse items.
5. Recorder will report group findings to the class for discussion.
6. Instead of choosing a recorder to report, groups may act out findings using skits or mimes.

MARINA

## "DO NOT LITTER"

### Lesson Plan

Instructor: SOOHOO

Class: ED 508

Date: Nov. 16, 1993

Curriculum: Art/Social Science (geography)/Language Arts

#### I. Learning Processes (academic objective)

In their cooperative learning groups, students will create posters and slogans to encourage others and remind themselves not to litter.

#### II. Learning Conditions (social objectives)

Students will gain an understanding about how harmful littering is, how it affects our environment, and what they can do to prevent it.

#### III. Learning Opportunities (activities)

Students will make the posters and come up with slogans in cooperative learning groups.

#### IV. Teaching Strategies (instruction)

Teacher will inform students of what the outcome of this lesson is (to make posters to prevent littering). Students will come up with geographic areas where littering should be banned. A few slogans will be modeled. The groups make their posters and creative slogans to prevent littering.

#### V. Authentic Assessment (evaluation)

Cooperative learning groups will share their posters and slogans with the class. Posters will be displayed around the campus to promote environmental awareness.



Michelle Chou

## LESSON PLAN

CLASS: Fourth Grade

DATE: November 16, 1993

CURRICULUM: Language Arts/Social Studies

### I. LEARNING PROCESSES (academic objectives)

- Students will brainstorm on the board, as a whole class, ways in which they can make a difference in the environment.
- Students will learn the fundamental idea of what a proposition is.
- Students will meet in small groups to write their own proposition on how to protect the environment.

### II. LEARNING CONDITIONS (social objectives)

- Students will be respectful and encouraging of each other's ideas.
- Students will provide positive feedback and work collaboratively.
- Students will recognize that the individual can make a difference in the environment.

### III. LEARNING OPPORTUNITIES (activities)

- Students will work together in their small groups to write a proposition.
- Students will choose a member of the group to be the recorder and another to be the reporter.
- Students will write their finished proposition on a piece of paper to be mailed to the senate.

### IV. TEACHING STRATEGIES

- Teacher will model a proposition on the board.
- Teacher will model positive versus negative feedback.
- Teacher will serve as facilitator in bringing out student-generated ideas.

### V. AUTHENTIC ASSESSMENT (evaluation)

- Small groups will reconvene into whole class to discuss propositions.
- The reporter from each group will report on the groups' proposition and the group will explain why they chose to write it the way they did.
- Teacher will record ideas on the board.
- Teacher will collect propositions and mail them to the senate.

### VI. REFLECTIONS

## **Lesson Plan for Grade 6 Geography**

**WHAT: Geography Lesson**

### **OBJECTIVES:**

1. The student will be able to place Rome in its geographic context in Italy and in the Mediterranean Sea area.
2. The student will recognize the founding legend of Rome.

### **MATERIALS:**

1. Chart paper with outline map of the Mediterranean Sea area
2. A copy of the legend Romulus and Remus
3. A video of the Roman Legion

### **MOTIVATION:**

The teacher will show a video of the Roman Legion marching to battle in defending or expanding Roman territory.

### **PROCEDURE:**

1. Introduce Roman civilization and its importance.
2. Show video of the Roman Legion.
3. Discuss the legend of Romulus and Remus concerning the founding of Rome.
4. The teacher will draw on chart paper and discuss the geographic location and salient geographic features concerning the expansion of Rome, including the boundaries of the Roman Republic and extent of the Roman Empire.

### **EVALUATION:**

The students will be separated into three cooperative groups called Patricians, Plebeians, and Slaves. Each group will compete in a Roman Feud Game to test acquired knowledge.



Christopher Lamb  
ED 508/ SooHoo

## **CATAPULT DISTANCE PREDICTION**

### **Primary Objective**

Students will be involved in making predictions and testing hypotheses.

### **Concepts**

1. Students will gain an understanding of one facet of technology in Ancient Rome.
2. Demonstrate that objects of varying mass will travel different distances under the same force.
3. Basic math in measuring the launched object's distance.
4. Comparison of anticipated distance to actual findings.

### **Materials**

Catapult  
Tape measure  
3 selected objects of varying mass

### **Procedure**

1. Pass around the 3 items to the class.
2. Ask students to record their observations of the items and hypothesize the distances which each item will travel.
3. Demonstrate the procedure to find distance.
4. Load and launch first item, measure and record distance.
5. Repeat step 4 using remaining items.
6. Compare prediction to tested results and discuss factors that affect distance.

## NATIVE AMERICAN POTTERY

After listening to When Clay Sings by Byrd Baylor, we created Native American pots using authentic traditional shapes and geometric designs reflected in ceramic artifacts. Some students were influenced by the Mimbres painted pottery designs of stylized life forms (frogs, rabbits, insects, birds, fish, deer, sheep, humans, etc.) illustrated in When Clay Sings.

We used the coil method to form our clay pots. To create the desired texture, we combined the techniques of using a wet sponge and etching. After giving our pottery an antiquing wash, hand painted designs and/or etching detailing added the finishing touches.

THE SECRETARY OF THE  
TREASURY  
WASHINGTON, D. C.  
JAN 10 1900  
TO THE SECRETARY OF THE  
NAVY  
DEPARTMENT OF THE NAVY  
WASHINGTON, D. C.  
SIR:  
I have the honor to acknowledge  
the receipt of your letter of  
the 10th inst. and in reply  
to inform you that the same  
has been forwarded to the  
proper authorities for their  
consideration.

Very respectfully,  
J. M. BELL  
Assistant Secretary  
of the Treasury

## TEACHING PREFERENCES AND LESSON STRATEGIES SURVEY

**Directions:** Check your agreement or disagreement with each statement (concerning how a teacher teaches) in a way that represents your true opinion. There is no set of "right" answers. Use this rating code:

SA (Strongly Agree); A (Agree); U (Uncertain); D (Disagree); SD (Strongly Disagree)

### Rating    Motivation

- |           |  |
|-----------|--|
| <u>SA</u> | 1. A teacher should use the curiosity of students and their natural desire to learn as the basis for motivating learning.        |
| <u>A</u>  | 2. A teacher should need to motivate students to want to learn and should plan activities which are designed to accomplish this. |
| <u>A</u>  | 3. A teacher should make use of individual student's purposes and learning goals as the basis for motivating learning.           |
| <u>A</u>  | 4. A teacher should use individual student purposes combined with class-determined goals as the basis for motivating learning.   |

### Past-Present Orientation

- |          |  |
|----------|--|
| <u>A</u> | 5. Schools should have students prepare for the future by mastering basic skills and knowledge which school people know students will need when they grow up.  |
| <u>A</u> | 6. Schools should have students prepare for the future by having them learn to solve personal and social problems that they face right now, both individually <u>and</u> in groups with others who have the same concerns and interests. |
| <u>D</u> | 7. Schools should have students prepare for the future by helping them learn how to meet their individual personal needs with which <u>they</u> want to deal.  |
| <u>A</u> | 8. Schools should have students prepare for the future by learning certain general principles and processes for learning which school people know they will need when they grow up.  |

TEACHING PREFERENCES AND LESSON STRATEGIES SURVEY (continued)

Role of Teacher and Student

- D 9. Students should have the major voice in choosing what is to be learned and how it is to be learned. Teachers should be helpers in the process, as called on by students.
- A 10. Teachers should decide what is to be learned and teach students various ways to discover these learnings. Teachers should allow for different methods of learning among their students.
- D 11. Teachers should decide what is to be learned and how it is to be learned. Students should be allowed to proceed at different rates, based on their abilities.
- A 12. Teacher and students should decide together what is to be learned and how it is to be learned.

Evaluating Learning

- A 13. Teachers and students should jointly decide how to test or otherwise measure how well students are learning. Students and teachers also jointly evaluate effectiveness of the methods used for learning.
- D 14. Students should decide for themselves how well they are learning. They may ask for teacher opinions if they feel this is desirable.
- A 15. Teachers should decide how well students are learning. They allow for different ways to express "correct" answers and also evaluate the effectiveness of the methods used by students in obtaining answers.
- SD 16. Teachers should decide how well students are learning. They have a set of "correct" answers which are used as the standards. Methods used in learning are not evaluated.

Central Purpose of Education

- A 17. A central purpose of education is to teach a set of basic principles, generalizations, as well as various processes of learning which can be used later in life in many situations as an adult.
- A 18. A central purpose of education is to teach a basic set of skills and facts which are needed by adults in the society.

TEACHING PREFERENCES AND LESSON STRATEGIES SURVEY (continued)

A

19. A central purpose of education is to teach students to solve life problems that they face as individuals and those they encounter as part of a group.

A

20. A central purpose of education is to help each student learn to be fulfilled as an individual and to foster individual personal growth.

Favored Means of Instruction

D

21. A major method of teaching effectively is through use of programmed instruction, so that students will learn step by step, with frequent feedback concerning correctness of responses.

A

22. A major method of teaching effectively is through use of a combination of individual student planning and shared planning between teacher and students.

D

23. A major method of teaching effectively is through allowing each student to use whatever s/he decides is the appropriate learning method. In doing so, the student knows that the teacher is ready to help when requested.

A

24. A major method of teaching effectively is through use of teacher-planned activities which guide students to "experiment or otherwise discover" learnings which the teacher has selected.

## RESPONSE SHEET FOR ASSESSING OWN TEACHING PREFERENCES

**Directions:** Copy your ratings (SA, A, U, D, SD) onto this sheet in the following columns. Under the heading of "Score" write in the following numbers for the rating shown: SA = +2; A = +1; U = 0; D = -1; SD = -2

COLUMN 1			COLUMN 2			COLUMN 3			COLUMN 4		
Ques.	Rating	Score	Ques.	Rating	Score	Ques.	Rating	Score	Ques.	Rating	Score
1.	SA	2	2.	A	-1	3.	A	-1	4.	A	1
8.	A	1	5.	A	1	7.	D	-1	6.	A	1
10.	A	1	11.	D	-1	9.	D	-1	12.	A	1
15.	A	1	16.	SD	-2	14.	D	-1	13.	A	1
17.	A	1	18.	A	1	20.	A	1	19.	A	1
24.	A	1	21.	D	-1	23.	D	-1	22.	A	1
Net Score, Column 1 <u>7</u>			Net Score, Column 2 <u>-1</u>			Net Score, Column 3 <u>-2</u>			Net Score, Column 4 <u>6</u>		

**Scoring:** To obtain a net score for each of Columns 1, 2, 3, and 4, combine the scores algebraically. Add all the + scores together, then add all the - scores together. Take the difference between the two totals. Give the result the sign of the larger number.

Column 1 represents a "Cognitive Processing" Family preference.

Column 2 represents a "Behavioral" Family preference.

Column 3 represents a "Generative" Family preference.

Column 4 represents a "Social Interaction" Family preference.

A score of +5, or greater, shows a preference for that teaching approach.



## **JIGSAW MATERIAL: THE BEHAVIORAL FAMILY**

Behavioral models of learning and instruction have their origins in the classical conditioning experiments of Pavlov (1927), the work of Thorndike on reward learning (1909, 1911, 1913), and draw heavily on the work of B.F. Skinner. • They are called "behavioral" because they emphasize changing the visible behavior of the learner rather than the underlying and unobservable behavior. Costa labels this family "Directive" because many of the models require students to accurately imitate those behaviors modeled, presented, or instructed by the teacher.

Central to behavior theory is the stimulus - response - reinforcement paradigm. Human behavior is thought to be under the control of the external environment. People learn and modify their behavior by responding to tasks and feedback. The task of the psychologist or educator is to discover what kinds of environmental variables affect behavior - and to change variables to modify/behavior.

Using knowledge from behavioral psychology, educational models have been developed to teach information, concepts, and skills, and to help students engage appropriately in social and academic tasks. One of the common characteristics of these behavioral models is that they break learning into a series of small, sequenced behaviors. In education we tend to associate these models with teachers control of the learning situation. However, the control can also be given to the individual student. If the teacher can, by appropriate techniques, ascertain and control the external variables, so can the student.

Some of the more familiar models developed from behavior theory are:- direct instruction, mastery learning, programmed instruction, assertiveness training, and mnemonics.

## **JIGSAW MATERIAL: THE BEHAVIORAL FAMILY(continued...)**

### **Direct Instruction**

Direct instruction has its theoretical origins in the work of training psychologists and behavioral psychologists. Training psychologists have focused on training people to perform complex behaviors that involve a high degree of precision and coordination with others. To do this the learning task is defined and analyzed into smaller component tasks. Training activities are designed to ensure mastery of each subcomponent and ensuring adequate transfer from one component to another.

Behavior psychologists address the interaction between teachers and students. They speak of modeling, reinforcement, and feedback.

Direct instruction plays an important role in a comprehensive educational program. Because it is highly structured and teacher directed, it is used most effectively in combination with other strategies. Research on direct instruction indicates that this approach is effective in promoting student learning in reading and math, especially for students of lower socioeconomic backgrounds (Rosenshine, 1976, 1978, 1979; Bloom, 1968, 1976; Stallings, Needels, and Stayrook, 1979). Critics of direct instruction caution that this approach should not be used all the time, for all educational objectives, nor for all students. There is evidence that other teaching strategies may be more suitable for promoting abstract thinking, creativity, and problem solving (Peterson, 1979).

### **Mastery Learning**

Mastery learning is based on the premise that 90 to 95 percent of all students can master school subjects given sufficient time. Mastery learning activities are characterized by careful structures, small steps, frequent monitoring of progress, and a feedback - corrective process (Bloom, 1968, 1976). Group instruction is augmented by individualized corrective procedures.

Mastery learning has been proven effective for acquisition and comprehension of subject matter content and acquisition of basic reading and math skills, although it may work for other kinds of learning as well (Burns, 1979; Hyman and Cohen, 1979).

Material adapted from Joyce and Weil. Models of Teaching and Gow and Casey. "Selecting Learning Activities." (See readings at the end of this section.)

## **JIGSAW MATERIAL: THE COGNITIVE PROCESSING FAMILY**

Cognitive processing strategies help students to act upon and transform information, skills and concepts into new meanings and practice and understand problem-solving, decision-making, and critical thinking. These strategies are intended to have students process information, use alternative problem-solving processes, evaluate different points of view, and respect others' points of view. The Cognitive Processing Family is referred to by Joyce (1978) as "Information Processing" and by Costa (1985) as "Mediative."

In these strategies, the teacher "mediates" thinking by raising questions and dilemmas that tease students' curiosity and stimulate their inquiry. They cause students to arrive at and test their own conclusions, apply the concepts they have induced, consider alternative theories of explanations, and experiment with alternative information by picking up stimuli and data from the environment, to organize data, and to employ verbal symbols. The emphasis is on thinking. Recently, national and international attention has been turned to the teaching of thinking. Textbook publishers, tests constructionists, and inservice programs are responding.

Perhaps cognitive processing is an idea whose time has come. The curriculum reform movement of the 60's focused on ways to help students better process information, although it is only now getting underway. In 1966, Bruner taught students the structure of subject disciplines, fundamental inquiring methods, concepts, principles, constructs and their interrelationships. The process of concept attainment has been studied extensively (Bruner, Goodnow, Austin, 1956; Glaser, 1968). Taba's teaching strategies (1967), in the forms of "eliciting questions" that help students to process information at increasingly complex levels, offered an excellent way of using an inductive approach to develop information processing skills. Piaget's (1950) study of intellectual development helped us to understand the importance of the child's kinesthetically processing stimuli in the environment.

Most inquiry learning activities (Schwab, 1965; Suchman, 1967; Massialas and Cox, 1966) are based upon the five phases of problem solving described by Dewey (1910). The stages are:

- 1) a stage of doubt or perplexity;
- 2) an attempt to identify the problem and goal;
- 3) relating these propositions to present knowledge and formation of a hypothesis;
- 4) testing of hypothesis and reformulating problem as necessary; and
- 5) understanding and applying the solution to other examples of the same problem.

**JIGSAW MATERIAL: THE COGNITIVE PROCESSING FAMILY(continued...)**

Information processing and problem-solving skills learning activities are built around the fundamental structure of a discipline (e.g., scientific inquiry) and typically present problems to be solved using the methods of that discipline. The level of the student's cognitive processing for this category of activities is consistently higher (analysis and synthesis) than for the category of information acquisition (knowledge, comprehension, and application), although both categories of activity may be structured on the conceptual structure of the discipline.

Other strategies in the Cognitive Processing Family include: open-ended and deep process discussion, concept formation, concept development, values awareness/clarification, moral reasoning, and strategic reasoning.

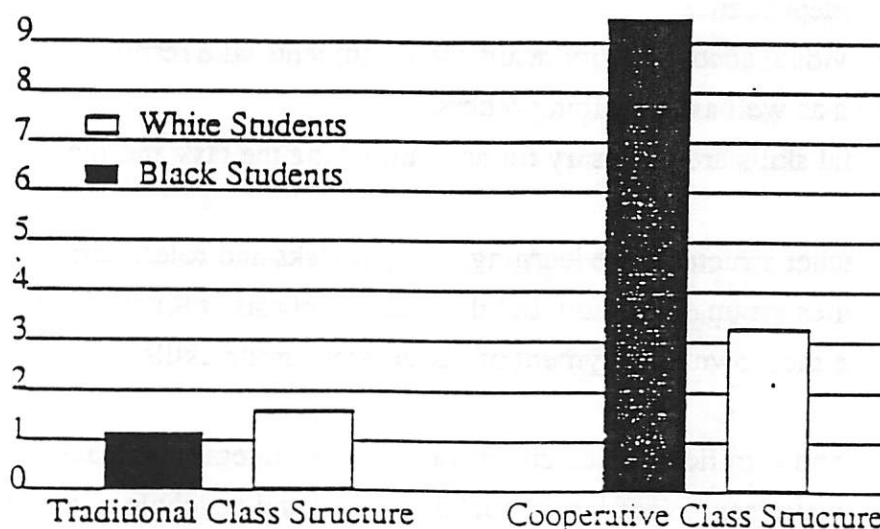
Material adapted from Gow and Casey, "Selecting Learning Activities" and Costa, "Developing Minds." (See readings at the end of this section.)



**JIGSAW MATERIAL: THE SOCIAL INTERACTION FAMILY** (continued...)

It can be hypothesized that learning difficulties among some minority groups may stem from competitive structures in schools (Johnson, Johnson, and Maryuama, 1983). For instance, Hispanic students are culturally more cooperative in their family and community social interactions than are majority students. Students from culturally cooperative families have been found to feel better about themselves and school in less competitive classrooms. The differential effect of cooperative versus traditional (competitive) class structures on achievement of minority and majority students can be quite dramatic. The graph below shows the achievement gains of black students in a twelve week pretest - posttest study of gains in standardized junior high school English grammar proficiency among Black and White students in inner-city classrooms.

**Achievement Gains in Cooperative and Traditional Classrooms**



(Adapted from Slavin & Oickle, 1981; see Kagan, et al., 1985)

Clearly, cooperative strategies can be used for any number of cognitive or affective purposes. Therefore, such grouping can also be used in the other three families of instructional strategies.

Other social interaction strategies include: Aronson's Jigsaw, Jigsaw II, Student Teams and Academic Divisions (STAD), Rutabaga, Slavin's Teams-Games-Tournaments (TGT), Glasser's Class Meetings, Whimbey's paired problem solving, peer tutoring, role-playing, simulation, group investigation, and jurisprudential.

Material adapted from Gow and Casey, "Selecting Learning Activities" and Costa, "Developing Minds." (See readings at the end of this section.)

## Activity 19: Becoming Familiar With The Four Families (continued...)

### **JIGSAW MATERIAL: THE SOCIAL INTERACTION FAMILY**

Social interaction strategies provide a way to structure student groups for learning. They help students think and solve problems together, successfully accomplish tasks, both academic and nonacademic, and employ the process and the social skills necessary to student success. Cooperative learning has become the primary strategy in this family. The elements of successful cooperative learning are discussed below:

- Positive interdependence is created if the success of the individual is related to others in the group through distributed leadership, a group product, group materials and resources, and a group reward.
- Verbal interaction and communication skills are required to build and maintain positive interdependence.
- Individual accountability results when students take responsibility for their own accomplishment of tasks as well as for helping others.
- Social skills are necessary for accomplishing the task and maintaining the group in working order.

The teacher structures the learning, assigns tasks and roles, composes the group, monitors the groups and invites group evaluation, but the main emphasis is for students to become aware of, practice, and evaluate their own employment of cooperative group skills.

Recent and significant research on cooperative strategies indicates that cooperative learning is associated with achievement in academic, social, cultural and psychological areas. In a summary of 122 studies on cooperative strategies, Johnson and Johnson (1983) found that such experiences promote higher academic achievement than competitive or individualistic approaches. Further, cooperative learning promotes:

- the use of higher reasoning strategies and greater critical thinking competencies;
- positive attitudes toward both the subject area and the learning experience;
- emotional maturity, well-adjusted relationships, strong personal identity, and trust;
- helping, encouraging, tutoring, and assisting among students (including cross-ethnic and cross-handicap relationships); and
- expectations toward more rewarding and enjoyable future interaction among students.



## **JIGSAW MATERIAL: THE GENERATIVE FAMILY**

Generative strategies help students create new knowledge and develop novel and insightful ways of approaching problems. Using these strategies, teachers stimulate students' imagination by inviting creative imagery; using metaphors and analogy, and posing hypothetical situations. Students are sometimes asked to let go of old assumptions, "reframe" how they see the world, and suspend rules about how the world should be. Teachers withhold judgment and elicit and explore multiple answers, products, and solutions in an attempt to make them more generalized, specific, detailed, parsimonious, elegant or crafted. Planning is essential and includes developing standards, making criteria explicit, and exploring alternatives.

Students are assumed to be rich reservoirs of knowledge, experience and ideas. Generative strategies such as brain-storming or mindmapping ask students to call forth those ideas and experiences, thereby honoring what they already know or think.

Generative strategies are often used as a way of "loosening" or "stirring up" the creative juices and may be used in conjunction with expressive writing, developing new approaches to nonroutine problems, and in artistic expression. By employing these strategies under low-risk conditions, research has found that students become more creative, insightful, and intuitive and more metaphorically descriptive in their use of language.

Maslow (1971) noted that the self-actualized person has many of the same characteristics as the creative person described by Torrance (1962). Learning activities that are designed specifically for the creative individual should encourage imagination, divergent thinking, and discovery according to Getzels and Jackson (1962).

Creative thinking, according to David Perkins (1984), is thinking patterned in a way that tends to lead to creative results. He calls a person creative when that person consistently gets creative results. Perkins describes creativity in six components:

- 1) Creative thinking involves aesthetic as much as practical standards.
- 2) Creative thinking depends on attention to purposes as much as results.
- 3) Creative thinking depends on mobility more than fluency.
- 4) Creative thinking depends on working at the edge more than the center of one's competence.
- 5) Creative thinking depends on being objective as much as subjective.
- 6) Creative thinking depends on intrinsic motivation more than extrinsic motivation.

Generative strategies can be conducted individually or in large or small groups. Other strategies include: synectics, creativity by design, lateral thinking, mindmapping and brainstorming.

Material adapted from Gow and Casey, "Selecting Learning Activities" and Costa, "Developing Minds." (See readings at the end of this section.)

## Summary and Conclusions

More often than not  
Teachers complained about the school  
They were many times put on the spot  
But seldom given a thank you.

Teachers argued with each other as they became unnerved  
They did not feel they received the support and recognition they  
deserved.

Many hours were spent at home to prepare for the week  
With so many lessons to plan, type, and grade,  
They "barely had time to eat."

In addition to that, supplies and resources were very limited  
The football team had more money than our department was permitted.  
Not only was there a lack of appropriate teaching tools  
The ones that existed should not have been admitted in schools.  
Team teaching was hardly a reality  
Most teachers were given "other" responsibilities.  
Due this lack of necessary teaching products  
Most teachers spent a good deal of money from their own pockets.

But that isn't the worse part of being a teacher  
It's knowing that not many people respect you either.  
Parents call to complain and cajole  
Administrators visit to critique their role.  
There aren't many words of support  
But lots of criticism when they came up short.  
Because there's no respect, it's lonely too  
There aren't many rewards but many are past due.  
Does anyone really know what they endure?  
Will teachers put up with this much more?

I think they will because there is a higher cause  
To educate our children and beat the odds.  
Teachers are a special troop  
Not everyone can be in this unique group.

As you leave this story, think of this  
Someday our situation may be bliss.  
A dreamer you say, yes, that's what I do  
But our students must know that they should be too.

900 Shows a Year is the number of classes teachers are performing  
And it's their responsibility not to make them boring.  
This is double the number of a Broadway show  
And even they do not do the same one for years and years in a row.  
Bright and creative teachers are needed today  
And many will leave because they are afraid to stay.  
If quality is demanded in our schools throughout the 50 states  
We must nationally reevaluate how to allure the best possible  
candidates.

Multiple Intelligences and Activities  
Jerry Higdon

ACROSS

1. Learn to play games that are popular in different cultures.
- ~~7.~~ Draw patterns/images to illustrate various natural processes.
10. Conduct interviews with people from different cultures.
- ~~11.~~ Making sounds behind closed lips.
14. Art of composing in three dimensions.
15. A rule expressed in symbols or numbers.
16. Stock of words used by a person.

DOWN

2. Write a reflection on personal tastes in art, music, and dance.
3. The act of finding out by using addition, subtraction, etc.
4. "O pardon me thou bleeding piece of earth."
- ~~5.~~ Coating a surface with pigmented liquid of varying consistency.
6. "Once upon a time, a long time ago..."
- ~~8.~~ Predict what will happen next in a story.
9. Debate key controversial historical decisions for today.
- ~~12.~~ Write math operations, formulas, and problem-solving raps.
- ~~13.~~ Baseball, tennis, volleyball, etc.

Tonya L. Cheney  
Sara Newhan

**"The Community of Learners Celebrates"  
(Or Ed 508 Takes a Test)**

- **Getting-to-know-you with a ball of yarn,  
While weaving a web to connect us to each other.**
- **Using frameworks as a guide,  
We began to understand what it's all about.**
- **And classmates as resources,  
Each with valuable insights to give us.**
- **While developing our own teaching styles,  
Our individuality shines.**
- **Abilities changing from grade to grade,  
And concept understanding as well.**
- **From brainstorming, to drafting, to revising and editing,  
We create treasures to share.**
- **The door has been opened to the world of writing,  
Students now enter where we had never been.**
- **The freedom to write and be heard,  
And to make meaning of all that surrounds us.**
- **A valuing experience for students and teachers,  
For each to blossom and develop relationships.**
- **A paradigm shift: from product to process,  
Which implies meaning rather than mechanics.**
- **Observing the teachers at Woodcrest and Gonsalves,  
Who turn ideals into reality.**

- Discovering the advantage of supportive administration,  
And the role they play in a successful environment.
- Creation of a community,  
Benefits the classroom in all aspects.
- An ideal education process is a road map to discovery,  
Which leads each traveler to a different destination.
- Begrudgingly we faced our non-linear midterm, journeying  
into new territory,  
And finding that we'd actually been there before.
- Previously untapped talents emerged,  
In role playing, games, artwork, and poetry.
- A writers notebook is a thought provoking activity for me,  
While mine has allowed me to once again explore  
creativity.
- When re-reading entries I feel passion and emotions again,  
And mine triggers ideas.
- Intelligence is thinking about how we think,  
It is not something that can be measured or put on a scale.
- Using awareness of self and keeping your own identity while  
working and learning with others,  
Actualizing what works best for "me" yet allowing "me" to  
be a part of the group.
- The only thing constant about intelligence is that it is  
constantly changing,  
What potentials exist with this new found awareness!
- Cooperatively joining to turn our ideas into a thematic cycle  
of lessons,  
And each of us contributing our best to the team.

- Authentically presented to a classroom of fourth graders,  
Who demonstrated authentic learning (and behavior).
- Realization of the constraints of time,  
Forced us to examine what is essential to a lesson.
- We were a little nervous about giving a demonstration,  
But our confidence bloomed once we got started.
- Generative, directive, and socially interactive,  
Sara, Tonya, and Rebecca.
- Watching and hearing ourselves on video...  
Was an adventure in itself (and we don't mean Jeff's  
videotaping)!
- Interviewing authors to find what makes them tick,  
So we can pass on the information to writers who get stuck?
- Writing is purposeful to each individual,  
And meaningful to the reader, but in their own way.
- An experience isn't truly realized until it's been written,  
And that in itself is a reason to write.
- Watching a notebook entry turn into the beginnings of a  
book,  
Who knows what there is still to be discovered.
- And thus, we "celebrate!"  
Let's break the bread!



## **\* TEN COMMANDMENTS OF ETIQUETTE**

1. **WHEN TALKING TO** a person with a disability, speak directly to that person rather than through a companion or sign language interpreter who may be present.
2. **WHEN INTRODUCED TO A PERSON** with a disability, it is appropriate to offer to shake hands. People with limited hand use or who may wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.
3. **WHEN MEETING A PERSON** with a visual impairment, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. **IF YOU OFFER ASSISTANCE**, wait until the offer is accepted then listen to or ask for instructions.
5. **TREAT ADULTS AS ADULTS**. Address people who have disabilities by their first name only when extending that same familiarity to all others present. Never patronize people who use wheelchairs by patting them on the head or
6. **LEANING OR HANGING** on a person's wheelchair is similar to leaning on a person and is generally considered annoying. The chair is a part of the personal body space of the person who uses it.
7. **LISTEN ATTENTIVELY** when you are talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod, or a shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will cue you in and guide your understanding.
8. **WHEN SPEAKING** with a person in a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate communication.
9. **TO GET THE ATTENTION** of a person who is hearing impaired, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly. Not all people with a hearing impairment can lip read. For those who do lip read, be sensitive to their needs by placing yourself facing the light source and keeping hands, cigarettes and food away from your mouth when speaking.
10. **RELAX**. Do not be embarrassed if you happen to use accepted, common expressions such as "See you later" or "Did you hear about this" that seem to relate to the person's disability.

### **Additional Tips**

Did you notice that throughout the above article the "PERSON" was mentioned before the disability? For example, "person with a visual impairment" or "person with a disability." By doing this emphasis is placed on the person and not the disability. Also, notice how the author refers to "a person who uses a wheelchair." Try to keep this in mind when speaking or writing. **REMEMBER: IT IS THE PERSON WHO IS IMPORTANT.** The disability is secondary.

\*These ten commandments were adapted as a public service from many sources by Karen Meyer of the National Center for Access Unlimited, a joint venture of the United Cerebral Palsy Association, Inc. and Adaptive Environments Center, Inc. For more information, contact Karen Meyer at (312) 368-0380 Voice or (312) 368-0179 TDD.

## The following items are progress indicators:

### counselors

can evaluate their programs to see if

1. Interest and ability tests evaluate students' potential and performance regardless of whether they are boys or girls.
2. Criteria for scoring all tests used in the school are the same for boys and girls.
3. Girls and boys are given equal exposure to, and encouragement for, technical and college training.
4. Counseling opportunities are arranged for students with special problems, such as pregnancy.
5. Posters, bulletin boards and scholarship announcements depict and encourage both males and females in post-secondary schools, occupational settings and leadership positions.
6. Both girls and boys are referred to all employers requesting applicants for part-time, temporary or full-time jobs.

### teachers

should watch to see if

1. Students are integrated for activities and assignments, e.g., girls carry projectors, students line up alphabetically instead of "girls, over here; boys, over there."
2. The same behavior expectations are shown for boys and girls, e.g., girls and boys can be frightened, girls and boys can be boisterous, active.
3. Girls and boys are disciplined with the same methods, not, "Joe, stay and clean the boards," "Sally, write a composition on...."
4. Students are provided a wide variety of career options. Girls with good grades in math and biology might consider a career in science. Boys with excellent typing skills might consider a secretarial career.
5. Students are provided an opportunity to examine the numbers and activities of characters in textbooks to determine if they reflect the proportion of males and females in the population and in today's workforce.
7. The qualities of caring and sharing are encouraged in boys to prepare them to be well-rounded persons and good fathers.
6. The qualities of assertiveness, healthy competition, and critical thinking are encouraged in girls to prepare them to successfully achieve their career goals as wage-earners and/or mothers.
8. Both males and females are included in the use of language, bulletin board pictures, and instructional examples in history and literature classes.
9. Equal favor is shown boys and girls in giving grades or special awards for achievement.
10. Courtesy, fairness, and kindness is fostered among all students.

### administrators & trustees

need to examine their policies to determine if

1. All classes in their schools (including physical education) are open to both males and females. (e.g. "Singles Survival" has replaced "Bachelor Living" and includes boys and girls.)
2. Board policies and administrative regulations provide equal expectations for boys and girls. (No hair length restrictions for boys; no pregnancy penalty for girls.)
3. Females are disciplined as severely as males.
4. The athletic program has been reviewed to establish that it effectively accommodates the interests and abilities of both sexes, including publicity, overall budgets, equipment, facility use, practice time, etc.
5. A Title IX Coordinator has been designated for the district. The Coordinator has informed parents, students, and employees of the district's equal opportunity policy.
6. Application and interviewing procedures require the same information (marital status, number of children, childcare arrangements) from both males and females. The information is used only for employee profiles, not for discriminatory purposes.
7. Males and females are paid equally for assignments requiring equal skill, effort, and responsibility, including coaching.
8. Retirement, insurance, promotions, training opportunities, and leave policies provide equal benefits for male and female employees.
9. Pregnancy-related leave is treated the same as any other leave for medical disability.
10. Library materials, textbooks, and other instructional materials are carefully reviewed for sex-stereotyping, and only those are purchased which reflect changing realities and possibilities for boys and girls.
11. Provisions have been made to provide inservice training for the board, the administration, and the staff regarding sex-role stereotyping.
12. The career education program provides sound training for boys and girls in terms of the job opportunities that await them, particularly in fields in which they traditionally have not been employed.
13. The total learning environment fosters intelligence, integrity, and initiative in all students in order to prepare them for sound, vigorous lives as adult citizens, homemakers, wage-earners, and parents.
14. Curriculum and counseling practices provide adequate understanding of the biological and physiological ingredients essential to a strong, sound sexual identity (what it means to be a woman), as distinct from a sex role (how people expect a woman to act).
15. Students can see adults in the schools who represent the many positive possibilities for their own behavior and careers. Students can observe males, as well as females, who nurture. Students can observe females, as well as males, who make major policy decisions.

# How to Behave if you Meet an Able-bodied Person



This cartoon from "Ha'ono Kina," newsletter of the Commission on the Handicapped, Honolulu, Hawaii.

(ACHIEVEMENT — May 1987/ Page 15)







# 5<sup>th</sup> grade geography

